

THE
MASSACHUSETTS TEACHER.

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IN MEMORIAM.

DIED, in Southampton, March 23d, 1863, Mr. ALMIN B. CLAPP, a graduate of the Westfield Normal School, and for some time a teacher in that institution, and also Principal of the High School in the same town. He was in Kansas, during the culminating period of the Border Ruffian outrages, and subsequently was a member of the Massachusetts Legislature. Circumspect in conduct, quiet in demeanor, and lovely in character, he secured the warm regard of a large circle of acquaintances. For several years he has been in a decline, and for many months previous to his death was unable to speak aloud. Through his entire sickness his religious feelings were wonderfully uniform, and he often expressed entire resignation to the will of God. During the last few days, while physical suffering was great, he manifested an increasing joyousness of spirit, and just before passing away the veil was lifted, and he saw in vision the glories of the better land. Rev. Dr. Davis of Westfield preached a discourse from Psalm cxvi: 15, at the funeral service, which was held in the Congregational Church at Southampton.

MR. CLAPP was a successful teacher. He never failed to secure the confidence and good-will of his pupils. He made them conscientious. The self-reporting system worked well under his direction.

His school was once visited by a person who had never taught. The visitor, perceiving the ease with which he managed a school, concluded to try his own skill in the delightful task of teaching the young idea how to shoot. He soon found that the tinkle of a

bell in his hand did not produce the effect that it did in the hand of Mr. Clapp. He discovered that a teacher's *moral power* has much to do with his success. E. D.

DIED, at Bayou Boeuf, Louisiana, April 19th, 1863, in the service of his country, Corporal ANSON BRAINERD NORTON, of Southampton, Mass., aged 26.

MR. NORTON graduated from the Westfield Normal School in the summer of 1856. He was a faithful friend, a diligent and successful student, an exemplary Christian, and consequently a good soldier. He died in the full triumph of faith, regretting only that earlier notice of his approaching decease was not given him, that he might send fuller messages to his friends. Fitter end could no man have. S.

CORPORAL PUNISHMENT.

THE punishment that is applied directly to the body, is called corporal punishment.

It is necessary that the thoughts and actions of the young should be restrained and directed, to prevent them from forming bad habits of thinking and acting. This restraint is secured by furnishing the influences that affect the will. The first influences that affect the will, are applied through the medium of the body. Our first mental states are sensations caused by the presence of some external object of thought. The sensations are occasioned by an effect produced upon the senses.

The first influences by which the child becomes subject to government, are the hope of reward and the fear of punishment. That the hope of reward may exist, the reward itself must exist. That the fear of punishment may exist, the punishment itself must exist. The reward must be seen, the punishment must be experienced. Therefore, from the nature of the mind itself, its first action can be restrained and directed only by a system of rewards and punishments, actually bestowed and actually experienced, through the medium of the body.

That governor of the young who attempts to establish a connec-

tion between his government and the governed, without the use of visible rewards and real punishment, in those cases in which neither the hope of the one nor the fear of the other exists, does not act in accordance with the established laws of the human mind. The right to inflict corporal punishment is found in its necessity, and in the effect produced whenever properly administered.

When should corporal punishment be applied? Some say, when all other influences have been tried, which is equivalent to saying never; for there will never be a time when we can say, all other influences have been tried. Better say, that punishment must exist as soon as the fear of it does not exist. It should be so applied as not in any way to endanger the life or limb of the subject, and, if possible, not to leave any marks upon the body.

It may be administered, either in public or in private, according to the nature of the offence, and the manner in which the offence was committed.

If the teacher finds himself obliged to resort to corporal punishment frequently, in order to maintain the government of the school, he may take this fact as a sure sign that the power of governing well is not in him.

And if the teacher lacks the moral power that lies at the foundation of government, he will fail of governing well, no matter what means he employs, or how he employs them.

D.

SILENT INFLUENCES.

THE earth lieth in the deep still sleep of winter. Far and wide, in the quiet valley, over the brown hills, in the forest depths, a snowy robe, pure as unspotted fleece, is folded,—the covering of Nature in her calm repose.

The days pass silently on, the sun rises and sets, the night comes, serenely beautiful with its starry light, its silvery moonbeams, but they gleam coldly upon the glittering snow beneath, awakening no sound, no sign of life.

The forest aisles are desolate; all leafless stand the trees, while the stormy blasts sweep by. No murmuring streamlet sings its joy.

A few months have passed, and — wondrous transfiguration! Can it be the same earth? Instead of fleecy robes, a mantle of soft, fresh verdure, starry with bright, fragrant flowers. Where the trees stood lone and bare, “the young leaves are dancing in breezy mirth.” Instead of silence in the forest sanctuaries, list the glad notes of birds, the buzz of insects in the summer light, the lithe-limbed squirrel amid the tree-tops. Instead of ice-bound streams, behold the golden sunbeams dawn and sparkle upon the crystal waters flowing on with joyous murmur all the day, while mimic cataracts scatter their fleecy spray upon the rocks, and “shake their silver in the sun,” and fragrant willows bud and blossom, and dip their graceful drooping limbs in the flowing streams. Instead of winds damp and chill, soft, balmy breezes, — the sweet southwest “comes forth to whisper where the violets lie.” Instead of cold, wintry storms, warm, refreshing showers.

Yet, all silently has this miracle of life been wrought — no convulsion has shaken the fabric of Nature — the mighty forces have labored unseen. The season of the earth’s renewal has come — our God hath remembered his promise. Morn after morn goes by: the glad, fresh light, with life and joy in its warm beams, is poured forth; and every waste place, every desert spot, every solitude where no man is, feels its power, receives its baptism. The life-giving influence is omnipresent, — no rock-crevice, no spot, however remote and hidden, is passed by.

Thus, ever in Nature, the all-pervading, vivifying influences are silent, often unseen. The thunder of the cataract, the sublimity of ocean, when a storm raises the heaving billows, and “rolls vast waves to the shore,” the fury of the tempest, the sweep of a tornado, speak of power, but it is a power that tells of death, not life, that fills the soul with terror rather than calmness and peace.

Even so is it with the influences surrounding us from the cradle to the grave, moulding our characters and making us what we are. Not the great events of life, its rare days and unexpected changes, leave the most abiding impression, but the constant, steady flowing of each day’s current, often so calm, so gentle, we think not, heed not its power. These quiet influences go down into our souls to stir them most deeply, to remain with us most permanently. Other influences may be more exciting for a time, but their power is limited, they soon pass away.

We realize not in childhood the spell cast around our future by the light of our early home. But when the sweet morning of life has passed, when cares oppress, "in the world's broad field of battle," then we go back to linger in the light of our childhood's home, and we feel all it has done for us. We remember the watchful parental care and counsel, the loving tones of brothers and sisters, the favorite haunts in the woods and by the streams, the lessons we learned at school, our teachers and playmates, the road to church, our minister, the burial place, the "sweet hour of prayer" at morning and evening, when our father read from the Holy Book, and we bowed around the sacred altar, a united family. And we remember our own lisping prayers and hymns, taught many of us, it may be, by a sainted mother now in heaven. The influences of those days are hallowed; they are mingled in our lives to pass from them never-more.

Home on earth is a type of the heavenly home. Its influence is all powerful. Blessed is the earthly lot of those who can dwell with kindred best beloved, in the calm light of their own homes; homes where morning and evening incense is offered unto God, upon which his smile of love rests.

Here the heart, wearied with toil and stern conflict with the world, can find sweet repose, be comforted and strengthened still to go on its way.

As the soft falling of the dew upon the thirsty earth, so is the gentle, refining influences upon our lives, of those who love us, and who live in the the sacred places of our own hearts. If they live for heaven, they will allure us to walk in the shining pathway with them. They are God's best earthly gifts, the sunshine of our pilgrim way. Their "gentle words and loving smiles" have a soothing charm for the weary, yearning heart. Their sympathy sweetens joy and alleviates sorrow, and oft-times wins us gently to imitate their virtues and excellences. And those whose presence once brightened our earthly way, who were in our hearts and homes, a part of our own life, who have passed forever away from our yearning sight to the heavenly land, how holy, how sacred is their influence with us still. They live in our thoughts, they come to us in the night watches; we remember their words of love, of warning, of counsel and encouragement, spoken long years ago,

unheeded then, it may be, but now most precious. It makes heaven seem more real, nearer and dearer to us, because those we love are there, and we strive more earnestly, as we think of the sainted dead, to make our own lives purer, that we too may one day walk with them in white in the city of our God.

In our intellectual life as well as our spiritual, how much are we indebted to the silent teaching of books, the legacy of ages past, the noble sentiments, the wealth of mind of those whom God has made pioneers in the world of thought. What a privilege, that we may fill our minds with Milton's great thoughts; that we may kindle to a brighter glow, the fires of devotion, by the sweet meditations of Taylor. And the dear old familiar hymns, the sacred songs of Zion, the heritage of Christians in all ages, still increasing in number and beauty, from the sweet Psalmist of Israel down to Bonar, how precious they are!

A world of beauty and poetry is ever lying open in all the fair and lovely things that God has made. If we listen to these teachings, they will be to us ministers of good. They come with a soft and gentle influence that purifies and exalts life, that brings the spirit near the blessed author of all. We feel his presence in the budding spring, in the glorious summer, and in the fading autumn; in the sweet glad sunrise; in the soft murmur of the wind at night-fall, amid the "everlasting hills, dim and shadowy, leaning against the sky, which bends over them in pity;" in the sublime beauty of an ocean vision, as the crested billows rise and fall, and in hushed silence we listen to the sounding glory of the far-reaching sea.

"Each hour is giving out its heaven-sent wisdom,
A message from the sea, the shore, the skies."

There is a sweet beauty in the Scripture language that describes the building of Solomon's temple. "And the house, when it was in building, was built of stone made ready before it was brought thither; so that there was neither hammer, nor axe, nor any tool of iron heard in the house while it was in building." Also, in the Prophet's vision upon Horeb. "And behold the Lord passed by, and a great and strong wind rent the mountains, and brake in pieces the rocks before the Lord; but the Lord was not in the wind; and after the wind an earthquake; but the Lord was not in

the earthquake ; and after the earthquake a fire ; but the Lord was not in the fire ; and after the fire a still, small voice."

In many a human soul, tried, tempted, suffering, victorious, there are fairer temples than Solomon's going up for the worship of the Most High, and they go up as noiselessly. The Holy Spirit is the builder. The sacred presence is unseen ; but when the temple is built, there the spirit abides, and the life is fragrant with its blessed fruits — love, joy, peace, long-suffering, gentleness, goodness, faith, sweet self-sacrifice, doing good, blessing others. We know that the heavenly presence is in such a life, even as we know God is present, when we see the springing grass creep up sunny slopes of the mountain.

The temple at Jerusalem, when completed, was overlaid within with pure gold, to be fit for the worship of Israel's God. So, when the temples He is preparing in lowly hearts are finished, they shall be wholly pure, meet for the heavenly home of the Holy One.

It was told in ancient fable, that when the first beams of sunrise fell, sweet strains of music came from Memnon's lyre. Thus, as the silent influences of God's love and kindness fall upon our hearts, may they waken sweet melodies of praise and thanksgiving.

This, and this only, is the one true life. If such be ours, all these influences will lead us nearer to God. His peace will be in our hearts and over our lives. His presence will be with us in our daily work, to strengthen, guide, and cheer. Let us strive with all patience, gentleness, and long-suffering, to do our work well, to win the little ones silently, lovingly.

We may not see the fruits of our labors, our tears, our prayers. Still, let this sweet spirit of love and trust abide with us through all the hours of the day, as we labor in the schoolroom, and in future years the silent influence of the teacher may be among the choicest memories of our pupils, — Yes, teacher,

"Such let thy life be here;
Not marked by noise, but by success alone;
Not known by bustle, but by useful deeds,
Quiet and gentle, clear and fair as light;
Yet full of its all-penetrating power,
Its silent but resistless influence;
Wasting no needless round, yet ever working
Hour after hour upon a needy world."

P. A. H.

THINKING.

EDITOR OF MASSACHUSETTS TEACHER :

Sir, — You have requested me to aid you in filling the pages of this number of the *Teacher*, with the results of my own experience or observation upon educational matters.

In view of the shortness of the time allotted me to furnish the aid you desire, I thought I would propose to you, to leave a page or two blank, in imitation of Sterne, who in his *Tristram* left a blank, which he called the thinking page. Suppose you should do the same, and ask your readers when they come to it to pause and think ; it would do more good than my speculations.

It seems to me that with so many helps as we now have for the education of the young, there is danger of making the paths of knowledge so smooth, that children and youth will not feel the necessity of any special effort of their own. Instead of *thinking* themselves, they expect their teachers and others to think for them. I have often visited the school of a teacher who is quite popular among her pupils, chiefly because she *thinks* for them. If they cannot answer a question as soon as it is proposed, she either answers it, or gives a clue to it, so that none of them need injure their brains by a long and painful search for an answer.

I visit schools more or less every week, and my conclusion is, that comparatively few teachers drill their pupils thoroughly. Yesterday, however, I visited one whose teacher is an exception to the general rule. In reading, spelling, and other studies, she labored to enlighten the mind of each child, and would not let them go till she thought each understood the idea the text-book meant to convey.

In large schools, the classes are frequently so large, that only a part of the class is called upon ; or, if all are questioned, it is done so briefly and hastily, that nothing is fastened in the mind. Another evil of a large class, is, that while one is reciting, those at a distance, not being able to hear, give no attention to the lesson.

Another fault, common in large schools, is the large number of classes. I often find teachers that hear twenty classes each day, or one every eighteen minutes. The teacher is constantly looking ahead to see if she can get round before night. She wears herself

out, and accomplishes much less than she would if she had fewer classes. My opinion is, that the number in a class should not exceed twenty, and the time devoted to such a class, should never be less than thirty minutes.

E. D.

Hampden County, June, 1863.

DRAWING.

"EVERY man should be able to sketch a road or a river, to draw the outlines of a simple machine, a piece of household furniture, or a farming utensil, and to delineate the internal arrangement and construction of a house."—*Horace Mann.*

THE importance of drawing, as a study, is by no means acknowledged or appreciated. It is regarded too much as an accomplishment, and left for those who have time for it, as they have for the piano and guitar. Strange that it should be thus left, when, as part of the education,—for the discipline and improvement of the mind,—it should take rank among the first means to that end. Besides, its practical benefits in every-day life are innumerable.

Drawing, if rightly taught, gives us skill and power, it improves the judgment and the taste, it cultivates habits of observation and accuracy; and if pursued in its higher departments, it disciplines the mind like mathematics,—indeed, it becomes mathematics.

Who has not tried in vain to describe to the mechanic an article to be constructed by him? The mechanic has never seen the article, and words cannot excite an image of the thing. A few strokes of the crayon, or, it may be, of charcoal, on the rough board, make it clear, and the article can be made.

The lady who has learned the art, will arrange her house more tastefully. She will make her own designs for many purposes; and, in a thousand ways, even in her household matters, the knowledge and the discipline acquired by the practice of drawing, come to her aid.

Persons often say, "I have no taste for drawing, and it is of no use for me to try." Yes, it is of use. If you practice drawing, and persevere in it, you will become less awkward in using your hands than you now are. Your penmanship will be improved;

for I can predict with almost absolute certainty, that if you draw poorly, you will write a poor hand, and an improvement in one will improve the other. Indeed, so many powers of body, mind, and perhaps heart, are trained in the study and practice of drawing, that if I see pupils nowhere but in the drawing class, I can unerringly describe their character and habits as pupils in ordinary branches.

There have been great errors, both in teaching and learning drawing, which have made it appear of trifling importance as a part of education.

Drawing has been practiced, and is now practiced, for the sake of the pictures, rather than discipline. The real *end* of drawing has been lost sight of in thinking of the *means*. Pupils wish to obtain a picture of some sort, in some way, — “large enough to frame,” — one that shall pass for their own work, and adorn the walls of “the best room” at home. The pupils are not to blame for this, for they are too often taught by those who can only copy the productions of others, and that indifferently. So a picture is placed before the pupil, and he is to make something as nearly like it as he can, by any means within his reach. He may rule, and measure, and rub, and scrape, and the result is one of those dark deformities too often seen in “the best room,” — painfully annoying to the eye of taste.

What should we think of a teacher of music, who should place before his pupil, just beginning to learn the art, a difficult piece of music, telling him he may perform it? Such a mistake is not made in teaching music. The pupil expects to begin at the beginning, — from simple things to go on, when prepared, to those more difficult. So it should be in drawing; and when pupils are willing to submit to this slow process, then they will have the full benefit of their training in this branch of study.

In attempting to correct the error just mentioned, many teachers have fallen into an error in the opposite direction, allowing no copying, except from things, or from Nature itself.

In many cases, especially for professional instruction, this is undoubtedly the best method; but for the brief time that can be given to the study by ordinary pupils, my own experience is in favor of copying from the best drawing studies, as a means, in part,

of attaining the real end of drawing, viz.: the ability to make correct representation of objects, either in nature or art.

My reasons for using them as a part of the training in this branch, are, — 1. It adds interest and variety to the study. Pupils are not so easily discouraged if allowed to copy occasionally. 2. Many of the mechanical benefits of drawing may be secured as well in this way as in any other, — more readily, even, than without some such definite guide. For instance: the control of the hand, — freedom in the use of the pencil, — and the training of the eye. 3. But perhaps the greatest advantages to be gained from this practice, are in the formation of a style — and in learning correct methods of shading — and the best representations of different kinds of foliage. These things must be acquired; and if the models are good and are judiciously used, I think they can be more easily acquired in this way than in any other.

To present a "Plan for Teaching Drawing," would be almost presumptuous: yet, "hints from experience" are often acceptable, and beginners may improve upon them indefinitely. Therefore I will present a plan which in many respects has been successful.

The first lesson in drawing may be a familiar discussion of its merits, — the advantages to be gained from it, the end to be accomplished, and the means to be used. Then may follow an explanation of terms constantly used in drawing, — such as "horizontal," "perpendicular," and many others; — also, the definition of "line," "angle," and similar terms, as they are used in drawing.

The *practice* of drawing may now commence. The pupils will stand at the board with chalk in hand, and as the teacher himself illustrates the terms and definitions, the pupils will follow. And, from the first, let the teacher insist on attention, promptness, neatness, and accuracy.

The practice should be for a long time confined to straight lines, but the exercises may be so varied by the ingenuity of the teacher, that they will not become tedious.

From simple exercises in the combination of straight lines, the pupils may be led on to inventive drawing and to designing, and in this practice, they will be thrown upon their own resources and acquire independence.

These exercises may be continued indefinitely, and the pupils will attain a high degree of accuracy and skill in linear drawing.

On alternate days, the pupils may, from memory, place on paper the black-board exercises of the preceding day.

Then may follow the drawing of the outlines of simple objects, — when the outlines are straight lines, — either from memory or from the things themselves. Or the teacher may request the pupils to follow him, line by line, until they find they have before them a church, a cross, or a monument, and the pupils will be pleased and surprised to find how easy a thing it is to “make pictures.”

Passing on to curved lines, the same general plan may be followed. A greater variety of designs, and much more graceful ones, may be produced with curved lines, and with curved and straight lines combined, and a much greater number of simple objects with curved outlines will present themselves to the eye and to the mind for models.

This practice will naturally lead to the drawing of leaves, flowers, and fruit. And here Nature must be studied, and the drawings made from the things themselves, or, better still, from the memory of them. This must lead to the cultivation of habits of accurate observation. The leaf of the elm must not be mistaken for that of the oak, nor must the rose be drawn with the leaf of the lily, and in the minutest details, every line must be true to Nature.

The drawing of animals will furnish more difficult practice, though the drawing is still confined to a few lines, and to simple forms. The pupils will soon learn that with a few strokes of the crayon or the pencil, they may make a good representation of a rabbit, a squirrel, a mouse, or a bird; but they will not do it correctly from their previous observation, unless they have observed with a view to drawing. To convince yourself and your class of this, ask them to represent a fly, and probably not one of the class will produce anything like a true representation.

One lesson may with profit be given on the human countenance, — its proportions, and the general outlines of the features; also to the changes of expression produced by slight differences in these outlines.

Leaving this department of drawing for future application and practice, I have been accustomed to give some attention to the use

of the scale, to the drawing of plans, and to the principles of map-drawing.

The pupils will now be prepared for a course in perspective. The details of a simple course in perspective might be given, but it would make this article, — already much beyond its intended limit, — quite too long.

It is sufficient to say, that perspective, often so dry and complicated, may be simplified, and the pupils in our Grammar and High Schools may be led along, step by step, with as much enthusiasm as in any study, till they learn all the principles of perspective, and all they will need to apply in ordinary drawing from Nature.

Some instruction may be given in the rules for shading, shadows, and reflections, with practice from Nature and from good models.

If the teaching has thus far been right, and the pupil has done his part well, he will now be able to make his own pictures.

N. S.

PRONUNCIATION.

MR. EDITOR:—Allow me to submit a few questions and suggestions on the subject of pronunciation.

On the 47th page of "Sargent's Standard Fifth Reader," I find the following remark: "The license of rhyme requires that the *ai* in *plaid*, should be pronounced long, as in *maid*."

The change said to be required, is to be made in order to produce a perfect rhyme.

In letter, the precept is particular; in spirit, it is general. Manifestly, there would be no unfairness in construing it to mean that we shall always pronounce rhyming words in such a manner as to make the rhymes perfect. The same doctrine is taught in many other places.

Probably no one doubts that "poetic license" allows, (not *requires*,) those who make poetry to construct imperfect rhymes. But that this same "poetic license" requires us always to make rhymes perfect when we read, I see no good reason for supposing. Perhaps some of your correspondents will enlighten me.

I proceed to the suggestions and questions.

An occasional discord in music produces a good effect,—it makes the concords all the sweeter. A few clouds, properly disposed, add to the beauty of the sky. In poetry, as everywhere else, too much sameness wearies us; a little irregularity brings relief.

Sometimes, such a departure from the common pronunciation of a word as is counselled in the precept quoted at the beginning of this article, would produce a ludicrous effect, where no such effect is desired. It follows, of course, that the departure must be wrong.

Take, for an example, a quotation from a lesson in the "Fifth Reader:"

"Hark, that sweet carol! with delight
We leave the stifling room; (*rum*;)
The little blue-bird meets our sight,—
Spring, glorious Spring, has come!" (*coom*!)

Let any one read the above before an intelligent audience, making the second and fourth lines rhyme perfectly by either of the changes suggested in the curves, and notice the effect. My word for it, not one man in a hundred would have moral courage to do the thing, without making an apology.

If we apply the same principles to the reading of sacred poetry, the case is still worse.

Take, for instance, the familiar stanza,

"Ye wretched, hungry, starving poor, (*pore*,)
Behold a royal feast! (*fest*!)
Where mercy spreads her bounteous store, (*stoor*,)
For every humble guest." (*guēst*.)

It seems almost sacrilege to write it! Why, a preacher who should make perfect rhymes here by any of the methods suggested, would deserve, and very likely would suffer, perpetual banishment from the sacred desk, if not from the house of worship.

Now, Mr. Editor, is there any well-established rule that *requires* or even *allows* us, when reading poetry, to depart from the usual (I venture to say the *proper*) pronunciation of words, except when a ludicrous effect is desired?

If perfect rhymes be always desirable, how shall they be secured? Shall we change the pronunciation of the first, of the second, or of

both words? Shall we make the long vowels short, or the short ones long? Shall we in singing say wind, and in speaking wind? If long *i* sounds better than short *i*, why not any long vowel better than the corresponding short vowel? If the long ones sound best, shall we banish the short, intermediate, obscure, and other kinds, if there be any, and have only the long?

Orthoëpy would certainly be much simplified by the change. Besides, what an addition would be made to the sonorousness, the pomposity of the language!

But, until I hear from you, I must continue to sing words as I would speak them, and speak them when reading poetry as I would when reading prose.

S.

TRAINING OF OUR YOUTH.

SILENTLY, and almost unconsciously, the teacher is wielding a power over his pupils that will control their future destiny. Silently, for real power never declares its presence by boisterous sounds alone; unconsciously, for power is known and measured by its effects, and effects sometimes follow their causes after long and uncertain intervals.

We find that individual men, states, and nations, differ widely from one another. Climate, food, and a peculiar mental constitution, may account for some of these differences; but far more is due to mental and moral training, than to all other influences combined.

The chilling frosts of the north may lessen the stature, and send the blood more slowly through the veins; the heat of a tropical sun, and the luxuries of a tropical climate, may produce an enervating effect upon the physical nature; but a right mental and moral culture will give to the human mind a character that will enable it to rise far above all unfavorable physical influences.

Sparta was subject to nearly the same climate as the Island of Sicily; but Sparta became the ruler of Greece, while the savage races of Sicily were driven out by the Carthagenians.

The secret of Spartan valor is found in the training given to the youth in the Spartan schools, not in the influences of food or

climate. At the age of seven years, the Spartan boys were sent away from home into the public schools, to be taught to love their country, and to fight in its defence. They performed no labor. They learned no science or art, except that of war. They thought of nothing, they did nothing that had no reference to the prosperity of their much loved country.

With such a training, which continued until the Spartan youth had grown up to maturity under its influences, I do not wonder that three hundred of them, in one of the mountain passes of Thessaly, withstood, for three long days, two millions of Persians, killing twenty thousand, and were conquered at last only through the treachery of two foreign allies.

The Spartans were trained warriors, and their success in fighting against other warriors was due to their training.

We have reason to believe, that by a right training, our American youth will possess a Spartan love of country, and a Spartan valor; and, what is still better, a power to know the *truth* and a willingness to die in *its* defence. D.

WARRIORS.

FROM the creation until now, the earth has been a battle-field. The clangor of trumpets and the clash of steel sounded in the ears of the ancients, and the echoes mingle with "the shoutings of the captains," in the battle of to-day.

Moses, the servant and friend of God, choosing instead of the splendors of royalty, the hardships of camp and field, — Socrates, seeing but dimly, yet joyful in feeling after truth, if haply he might find it, — martyrs, confessors, holy men of every rank and nation, stand together in close column, — warriors all, for the cause of *humanity*.

In later time, Divinity even took on "the likeness of man," and came down to mingle in the fiercest of the fight. So was verified the oft-told fable of the poets, which declares, that in early days, the gods were wont to descend in mortal form, and fight for their friends hard-pressed in battle.

In the life of every individual, there are times of revelation. A man walks blindly on, from year to year, thinking he treads a narrow footpath. On some day, — a dark one perhaps, — his eyes are opened, and lo! a broad highway, reaching far back in the dim distance, and ever widening before. He finds himself, not a lonely pilgrim, but one of a countless host, marching to conflict and victory.

To every faithful teacher, a revelation like this may come. Such a one outranks many a chieftain, whom the world call great. However humble his position, uncongenial his surroundings, fruitless his efforts; however unsympathizing the community, let him magnify his office: let him see in open vision the glorious company to which he really belongs; let him keep in view the holy cause for which he does battle; "by patient continuance in well-doing," let him win daily victories, till from his commander he hears the order of promotion, — "come up higher."

D. C.

WORDS.

How interesting and instructive to the scholar is the derivation of many of our English words. In reading over half a dozen pages the other day, we met with all these: "Adieu" to God, — I commend you to God. "Good-by" — God be with you. "Thank you" — I will often think of you. "Attention," from the Latin *attentio*, means stretching to. "Halcyon" has an interesting derivation. It is from the Greek "*halkuon*," the name of the Kingfisher. This bird laid its eggs in rocks near the sea, and the "halcyon days" were the fourteen during the calm weather about the winter solstice, when the bird hatched them. "Sarcasm" is from the Greek "*sarx*," flesh, and means literally to tear off the flesh. "Caustic" is from the Greek "*kauo*," to burn, and "mordant," from "*mordo*," to bite. "Egregious" is from "*egrex*," out of the flock, that is the best sheep. "Fanatic" is from the Latin "*fanaticus*," one addicted to the "*fana*," the temples, and profane means devoted to something else, instead of the *fanum* or sacred. "Ultraist" from *ultra*, beyond, one who goes too far. "Paradise" means a pleasure ground. — *Penn. Educator*.

THE POSITIONS OF OUR PUPILS.

BY DIO LEWIS, M. D.



Figure 1.

AFTER ventilation, no subject bearing upon the health of our children, during their school-days, is so important as position in sitting and standing.

First, a word on their attitudes while standing or walking.

Figure 1, shows a position of the arms which is much in vogue. If the hands be thus joined behind, it is not impossible to carry the head and shoulders well back; but the tendency to hold the body in the illustrated position is so strong, that, among the thousands I have seen walking with their hands thus joined, not ten have carried their heads and shoulders erect.

Figure 2 represents another attitude common in our best schools. Such folding of the arms tends to contract the chest. Whoever will fold his arms thus, and carefully watch the influence upon his shoulders and chest, will need no further illustration. One experimenter found that the quantity of air inhaled at a single inspiration was reduced from ten to twenty per cent. by holding the arms in this position.



Figure 2.



Figure 3.

Figure 3 presents a good attitude for the spine and chest, and one which, if practiced in school, would tend to form the habit of walking erect. If teachers will stand or walk but ten minutes, holding the hands and arms in this position, I think they will be convinced of the truth of what I am saying.

The attitude in figure 4, may appear somewhat unseemly; but in a physiological aspect,



Figure 4.

and as meeting certain defects which are almost universal among the young of our country, it is the best possible position. The muscles in the back of the neck are, in almost every young person, so weak as to permit the head habitually to droop. Carrying the hands thus inter-locked upon the back of the head, with the requisition that the pupil shall, during five minutes three or four times a day, stand or walk with the head drawn firmly back against the hands, would do more to correct the habit of drooping shoulders, and a weak spine, than any other exercise of which I can conceive.

It is not, however, for me, — an outsider, — even to suggest to teachers how often, and how long such attitudes shall be practiced. I simply take the liberty to say, that they would tend strongly to correct certain distortions of spine, shoulders, and chest, which are more or less inevitable, with the present positions in our schools.

But a tenfold more serious evil, in position, is seen in the pupil at his desk.

The face, when the head is held erect, is perpendicular, while the top of the desk is nearly horizontal. But the line of vision must be not far from a right angle with the surface of the book or atlas. To secure this necessary relation between the face and the page, the pupil leans forward and holds his face nearly parallel with the desk-top, or the page of the book.

If it were possible to hold the head back, and see the part of the atlas nearest the pupil, with the line of vision at an angle of forty-five degrees with the surface of the page, how is the pupil to see the part of the atlas which is one foot farther from his face? This he cannot do without carrying his head one foot forward. To be constantly changing the focal distance through the range of a foot, would soon ruin his eyes.

When pupils become fatigued by leaning forward, or from a conviction of duty would hold the head erect, we frequently see them attempt to secure the indispensable relation between the face and the page by placing two or three books under the upper end of the atlas. I have devised a simple, cheap, and, several eminent



Figure 5.

to alter the inclination of the ladder at pleasure. The finger-bars are joined to the ladder by strong hooks, which are caught upon the cross rounds, and may thus be raised or lowered by a single motion of the hand. If placed as seen in the cut, they will hold two books,—for example, a Latin Reader and Lexicon.

Figure 6 shows two books thus supported.



Figure 6.



Figure 7.

Figure 7 illustrates the position of the pupil while using the New Book-Holder.

Every desk in the large school of N. T. Allen, Esq., at West Newton, is supplied with this new invention; and Mr. Allen has written me a very warm note of commendation, attesting their success in securing an upright attitude in his pupils.

I have spoken of this book-holder, not because it is the only means by which

such advantages may be secured, but as an illustration of possibilities. There is not an ingenious mechanic, but will, for a dollar, furnish some simple means which will more or less perfectly secure the same results.

Engaged, for many years as a teacher of gymnastics in schools, my attention has constantly been called to the false positions among our pupils ; and, in these few paragraphs, I have ventured, for the first time as regards part of them, to call the attention of the public to the subject.

The Editor for this month claims the privilege of inviting attention to an advertisement of Dr. Lewis's valuable and ingenious "device," on one of the pages supplementary to this number ; and of expressing his sense, not only of the great importance of the considerations presented in the preceding article, but also of the special benefit which he himself derived, during several years, from the use of a rude frame constructed upon the same general principle with Dr. L.'s more artistic Two-Story Bookholder.

BIG WORDS AND SMALL IDEAS.

BIG words are great favorites with people of small ideas and weak conceptions. They are often employed by men of mind, when they wish to use language that may best conceal their thoughts. With few exceptions, however, illiterate and half-educated persons use more "big words" than people of thorough education.

It is a very common but very egregious mistake, to suppose that long words are more genteel than short ones — just as the same sort of people imagine high colors and flashy figures improve the styles of dress. They are the kind of folks who do n't begin, but always "commence." They do n't live, but "reside." They do n't go to bed, but mysteriously "retire." They do n't eat and drink, but "partake of refreshments." They are never sick, but "extremely indisposed." And, instead of dying at last they "decease."

CLASS-WORK IN TEACHING PROPORTION.

Teacher. The class may represent on the board the ratio of 2 to 4. Of 3 to 6. What can you say of these ratios?

Pupils. They are equal.

T. Place one at the right hand of the other, with the sign of equality between. What have you done?

P. We have expressed the equality of these ratios.

T. Very well. Such an expression as this, is called a proportion. You may now define a proportion. What is necessary to constitute a proportion?

P. There must be two equal ratios.

T. Is that all?

P. It is not. The equality must be expressed.

T. That is right.

I will now explain to you the meaning of certain expressions that are often used in speaking of proportions. [The teacher here shows, by referring to ratio, what is meant by the "terms of a proportion," by "antecedents," and "consequents."] The first and fourth terms are called extremes, because they stand outside of the others. You may mention the extremes of the proportion before us. The second and third terms are called means, because they stand between the extremes. Name the means in this proportion.

Keeping in mind the fact, that the ratios which form any proportion, are equal, can you suggest any method by which we might find any term, if it were missing?

One Pupil. I think I can.

T. You may do so.

P. Suppose the fourth term to be missing; we wish to find it. Since the ratios are equal, the fourth term must be as many times the third term, as the second is the first. Hence, if we divide the second term by the first, and multiply the third term by the quotient, we shall obtain the fourth term. Or, in other words, to obtain the fourth term when the three others are given, multiply the third term by the ratio between the first and the second.

T. Very well. Do all see how we may find any missing term? [The teacher may now propose a variety of examples, requiring

the pupil to find any missing term. Then he may pass directly to the application of what has been taught, to the solution of problems. Some might prefer to show how any missing term may be found, by first showing that the product of the means is equal to the product of the extremes. In that case, such a method as the following might be adopted.]

T. Let us now compare the product of the extremes with that of the means. We have agreed to find the ratio between two numbers by dividing the second by the first. What, then, may the second be considered?

P. A dividend.

T. And the first?

P. A divisor.

T. And the ratio.

P. A quotient.

T. But the dividend is equal to the product of the divisor and the quotient. Then the second term of any proportion would equal what?

P. The first term, multiplied by the ratio.

T. And the fourth?

P. The third term multiplied by the ratio.

T. Then we may write [teacher and pupils writing and reciting in concert],

$$1\text{st term} = 1\text{st term.}$$

$$2\text{d term} = 1\text{st term} \times \text{ratio.}$$

$$3\text{d term} = 3\text{d term.}$$

$$4\text{th term} = 3\text{d term} \times \text{ratio.}$$

T. The product of the first and fourth (extremes), [Pupils writing and reciting as before], = 1st term \times 3d term \times ratio.

T. Product of second and third (means), = 1st term \times ratio \times 3d term. What is true of these products?

P. They contain the same factors, and are therefore equal. [Here teacher, using this form, would present method of finding any missing term.]

T. Now, let us see if we can make any use of what we have learned, in the solution of problems.

Suppose we have this problem: "If 3 barrels of flour cost \$24, what will 5 barrels cost?" It is evident that the ratio of 3

barrels to 5 barrels, would be the same as that of the cost of 3 barrels to the cost of 5 barrels. Were the cost of 5 barrels (the answer) known, what might we have?

P. We might have two equal ratios, and, hence, a proportion.

T. Represent this unknown number by x , and for convenience consider it the fourth term of the proportion. What will be the third term?

P. Twenty-four dollars.

T. Why?

P. The third term must be of the same kind as the fourth, to form a ratio with it.

T. What have we to guide us in the arrangement of the two remaining numbers?

P. We know that the ratios must be equal.

T. You may apply that to this case.

P. We know that 5 barrels of flour will cost more than 3 barrels. x represents the cost of 5 barrels, and is the second term of the second ratio. The second term of this ratio, therefore, is larger than the first. Hence, if the ratios are equal, the second term of the other ratio must be larger than the first. We are, then, under the necessity of putting the largest of the two remaining numbers for the second term of the proportion, and the smallest for the first term. The proportion will stand thus: $3:5 = 24:x$. The value of x may now be found, as before shown.

T. You may now give a rule for solving questions in proportion.

S.

ORIGIN OF THE TERM "HUMBUG."—This now common expression is a corruption of the word "Hamburgh," and originated in the following manner: During a period when war prevailed on the Continent, so many false reports and lying bulletins were fabricated at Hamburgh, that at length, when any one would signify his disbelief of a statement, he would say, "You had that from Hamburgh," and thus, "That is Hamburgh," or humbug, because a common expression of incredulity.

Resident Editors' Department.

THE NATIONAL TEACHERS' ASSOCIATION.

THE next ANNUAL MEETING of this ASSOCIATION will be held at CHICAGO, ILLINOIS, commencing on the FIFTH OF AUGUST, at 10 o'clock, A. M. The session will continue three days. The teachers of Chicago have very generously engaged to provide free entertainment for all ladies who may attend the meeting.

Lectures will be delivered and Papers read by some of the most prominent Educators of the country.

W. H. WELLS, Esq., of Chicago, and I. STONE, Esq., of Kenosha, Wis., are the Committee on Local Arrangements, and Railroad facilities for the Northwest; Z. RICHARDS, Esq., of Washington, D. C., J. N. MCJILTON, Esq., of Baltimore, will have charge of arrangements for the Southeast; JAMES CRUIKSHANK, LL. D., of Albany, N. Y., for the Middle States; and W. E. SHELDON, Esq., of West Newton, Mass., for the Eastern States.

Arrangements for Excursion Tickets from Boston have already been made, as follows:

Route by Vermont Central and Ogdensburg, thence by Grand Trunk to Port Sarnia, thence by Steamers through Lake Huron, the Strait of Mackinaw, and Lake Michigan, to Chicago.

Tickets for the round trip from Boston and all points on the Vermont Central route to Chicago and back, including berth and meals on the Steamers, \$20.

Tickets for Mt. Mansfield from Waterbury Depot, Vt., including staging and saddle-horse to the summit and return, \$3. This is an attractive place to spend a vacation; accommodations good and prices moderate. Three dollars per week for teachers, in private families.

Tickets good from July 21st to September 1st.

No stopping for side excursions on the *outward* trip.

Trains leave Boston, Lowell Depot, at 6.00, A. M., and 5.30, P. M.

Steamers leave Port Sarnia on Tuesday, Thursday, and Saturday evenings, on the arrival of the Grand Trunk trains from the East.

Leave Boston on Saturday or Monday, at 6 o'clock, A. M., for Tuesday boat; on Tuesday or Wednesday, at 6 o'clock, A. M., for Thursday boat; and on Thursday or Friday, at 6 o'clock, A. M., for Saturday boat.

Tickets at No. 5 State Street.

JOHN D. PHILBRICK, PRESIDENT.

BOSTON, June 20, 1863.

"WHAT is the most dangerous of all animals?" said some one to Digenes. "Among wild animals, the slanderer; and among the tame, the flatterer," he replied.

RESIDENT EDITORS' DEPARTMENT.

AMERICAN INSTITUTE OF INSTRUCTION.

THE Thirty-fourth Annual Meeting of the American Institute of Instruction, will be held in Concord, N. H., at the City Hall, on the 25th, 26th, and 27th days of August.

The Board of Directors will meet at the Phoenix Hotel on the 25th, at 11 o'clock, A. M.

The public exercises will be as follows:

TUESDAY, AUGUST 25.

At 2½ o'clock, P. M., the meeting will be organized for the transaction of business, and to listen to the usual addresses of welcome, and the President's Annual Address; after which there will be a discussion upon the following subject: "*What Instruction is best adapted to prepare our Pupils to appreciate and discharge their duties as Citizens and Patriots?*"

At 8 o'clock, P. M., a lecture by Rev. Henry E. Parker of Concord, N. H.

WEDNESDAY, AUGUST 26.

At 9 o'clock, A. M., a discussion. Subject: "*Would the general introduction of Object Teaching into our Schools be beneficial?*"

At 11 o'clock, A. M., a lecture by Prof. Mark Bailey of Yale College, New Haven, Conn.

At 2½ o'clock, P. M., a lecture by Hon. I. M. Gregory, Superintendent of Public Instruction of Michigan.

At 3½ o'clock, P. M. a discussion. Subject: "*Best Methods of Teaching Reading.*"

At 8 o'clock, P. M., a lecture by Prof. John S. Hart of the State Normal School, Trenton, New Jersey.

THURSDAY, AUGUST 27.

At 9 o'clock, A. M., a lecture by Rev. B. G. Northrop, Agent of the Massachusetts Board of Education.

At 10 o'clock, A. M., a discussion. Subject: "*State and Local Superintendence of Schools.*"

At 2½ o'clock, P. M., a lecture by Rev. James Freeman Clarke of Boston; to be followed by a discussion.

At 8 o'clock, P. M., a discussion, to be followed by brief addresses from representatives of several States.

Arrangements have been made whereby persons attending the meeting will be entertained *only* at the Hotels, at prices not exceeding *one dollar* per day. Ample accommodations are guaranteed.

The following Railroads will grant the usual reduction of fare; that is, a *free return ticket* for those who pay *full fare* one way. Boston & Lowell; Boston & Maine; Eastern; Essex; Nashua & Lowell; Wilton; Stony Brook; Lowell & Lawrence; Salem & Lowell; Concord, Manchester & Lawrence; Portsmouth & Concord; Manchester & North Ware; Northern; Concord & Claremont; Con-toocook Valley; Boston, Concord & Montreal; Newburyport; Old Colony & Fall

River; Western; Worcester & Nashua; Norwich & Worcester; and Providence & Worcester, from all stations below Whitinsville. Negotiations are pending with other roads, the result of which will be announced in the next edition of the programme.

Persons attending the Institute will obtain a free return ticket from the Secretary of the Institute, which will be good *only* on the railroad upon which the bearer came to the Institute, and only to the station from which one "advance fare" was paid.

The American Normal School Association will hold a meeting for the transaction of business, at some time during the session of the Institute.

S. W. MASON, *Secretary*.
Boston, June 20, 1863.

A. P. STONE, *President*.

VACATION.

THE session of the National Teachers' Institute Association at Chicago, in August, offers a splendid inducement to the teachers of Massachusetts to enlarge their knowledge of men and things, by a tour to the West. The low fare, which the liberality of the railroad companies has fixed for the excursion, is an inducement which may not again be offered, and the Department affectionately urges all who are not booked for the Yacht Excursion, to avail themselves of this opportunity. Our western brethren are ready with open arms to receive all the teachers of Massachusetts, especially the ladies. The majority, and particularly the *gallant* portion, of the Department will go to Chicago.

The beautiful and fast sailing Yacht *Una*, Captain John Sherman, has been chartered by the minority of the Department, and will sail from Boston on the twenty-third of July, with a delegation of Boston teachers and others on board, for Plymouth, Provincetown, Hyannis, Nantucket, Edgartown, and Newport, on a ten days' cruise. The party expect to have a good time, and, if not captured by the Alabama, or any of the Chinese flotilla, will return in better health and spirits than they have ever enjoyed before. In due time some report of the proceedings at Chicago, and on the way thither, as well as on board the *Una*, will be given in these pages, for the benefit of those who are so obstinate as to stay at home.

EXHIBITIONS.

THE expediency of public exhibitions of schools has been much discussed, but the question is still an open one. They are condemned for various reasons, and they are advocated for various reasons; and even what constitutes an exhibition has not yet been definitely settled. Some call a public examination an exhibition, and others apply the term only to a display of the dramatic and elocutionary capa-

bilities of the school, the occasion being enlivened by music, and graced by the pupils' efforts in the fine arts. Both these descriptions are often, perhaps generally, applicable to a single occasion.

The question is evidently a very important one. The Board of School Committee of Boston, during the present school year, appointed a special committee to consider the question, and report a plan for the adoption of the Board. This committee, through its chairman, Rev. Dr. Gannett, reported in favor of a "Public Week," during which time all the schools were to be open for the reception of parents and others. The exercises in the classes were not to be varied from the usual routine of daily work. The annual exhibitions were to take place, as usual, but the exercises were to be such as should present to the audience the condition of the school in the various studies, and were to be limited in time to two hours.

The report of the committee was adopted by the Board, and its recommendations are now incorporated in the regulations for the government of the schools. The two hours have been construed to mean inclusive of the time occupied in the presentation of medals and diplomas, and of those who may be invited to make remarks. The longest time, therefore, that can be devoted to the exemplification of the work of the schools, is one hour and a half.

The practice in the schools of the city in regard to exhibitions, has been as different as the tastes of the masters. In some, the exercises have consisted of dialogues, declamations, and colloquies, with costumes and properties; in others, they have been confined entirely to the examination of the pupils in the several studies; and between these two extremes there has been every intermediate degree of display. In all the schools they have been occasions of special interest alike to scholars and parents and friends. By the action of the committee, the exhibitions are reduced to a uniform standard; dialogues and other dramatic displays are banished, and the exhibitions are to be merely public examinations.

The motives of the committee, as indicated in their report, are certainly humane and considerate. They do not condemn what we have called an exhibition, but they desire to relieve teachers and scholars from the drudgery of preparation, which must precede an elaborate display of dramatic and artistic productions.

Speaking as one person—for we know not the opinions of our colleagues on this question,—we are in favor of confining the exercises of these occasions mainly to reading, declamation, dialogues, music, and, generally, to that which interest an audience more than the dry details of arithmetic and geography. We have so often heard the children sing on these occasions—

"This is our yearly jubilee,
A happy, happy band,"

that we have come to regard the day as one of jubilee; as a pleasant season, free from the cares and trials of ordinary school life. We can hardly conceive of a jubilee wherein the "happy, happy band" are racking their brains over a tough example in compound proportion, or nervously endeavoring, in the presence of the crowd, to recall to their minds the latitude and longitude of Timbuctoo or Teheran. The preparation of the dialogues and other pieces is not a waste of time, for it cultivates tastes and talents which may not otherwise be effectively brought into operation.

While we believe in exhibitions of this kind, we are aware that they may be made absurd and ridiculous by the clap-trap of the stage. Costumes and the appointments of the theatre are silly and undignified in the schoolroom: and whatever the exhibition may be, it should never be forgotten that the public schools are not for the training of clowns and low-comedians.

DR. LEWIS'S NORMAL INSTITUTE FOR PHYSICAL CULTURE.

THE next session of this Institute will open on the 6th of July, at the Rooms of the Gymnasium, in Essex street, Boston, and continue ten weeks.

In addition to the admirable course of gymnastic training by Dr. Lewis, the Institute has an able corps of instructors in Hygiene, Anatomy, Physiology, Elocution, etc.

We rejoice that the public is manifesting a deep interest in this institution, for no one man has done so much to arouse the people to the importance of physical education as Dr. Dio Lewis.

ADVICE GRATIS.

MR. P., a member of our professional fraternity, has, for a long time past, been so sorely afflicted with a difficulty, partly mental, partly, we suspect, physical, that it might be a work of kindness to give him a word of advice.

The circumstances of Mr. P.'s case are as follows: It is his fortune to be a teacher. This position is not one for which nature designed him; for he has long known himself to be a man of marked intellectual powers, and adapted by nature to fill some higher office and grace some higher position. And who will deny the justness of his claim? Look at his self-poised bearing, his hair, his coat, his gloves, his contempt for small and simple men, and deny the greatness of his powers. See how he puffeth at his salary, at the School Committee, at the *Teacher*, at conventions! See how he smoketh, and drinketh, and cheweth! See how he scorneth the poor drudgery of common men, and, in his dreams, exalteth himself to be a nobleman in the land. But some evil genius hath seized him, in a fatal hour, and chained this Sampson to a mill. And there he grindeth.

To drop the figure, when Mr. P. found the place vacant, which he now so unfortunately fills, he protested (and honestly, too, for he really wanted the place,) that he was very fond of teaching, that he had enlisted for life, and had always met, as a teacher, with marked success. The salary seemed to him amply sufficient, if he could only get it; and great was his delight and that of his friends, when he was announced the successful competitor. He had tried other employments, but had found none so well adapted to his high intellectual powers as teaching.

But a change soon comes over him. His salary, though twice as large as he

had ever received before, was still found to be far below what his superior ability would warrant. The school committee fail to appreciate him; his pupils are low, ill-bred, and stupid; his fellow teachers are clever, but very small men; conventions are humbugs, teachers' journals ditto; and although, when a candidate for his place, he attended a convention and made a sentimental speech on the pleasures of teaching, he has never, since his election, been seen in an assembly so ill-adapted to his tastes and powers. He longs for a chance to expand and grow.

But our friend P. is not the only unhappy member of our fraternity. Miss D. is in a like painful predicament. Her case is peculiar. She is of high birth and distinguished family; for her great uncle married a cousin of one of the governors of Connecticut, and was himself a person of considerable wealth. Her father, too, was an active business man, and was so shrewd as, at one time, after having failed in business, to save from the clutches of his selfish creditors some twenty thousand dollars, an estate on which he lived in a most generous style for a long time, replenishing it, however, once in about five years, by a similar shrewd operation, until at last, fortune with her accustomed fickleness, turned against him, the world grew cold towards him and unkindly allowed him to die in neglect, of a disease known, in high life, as congestion of the brain, and, in low life, as delirium tremens. Of such aristocratic antecedents, Miss D. is ill at ease in her position. Though she obtained it by professions like those of Mr. P., she is forced, like him, to confess that she is by no means satisfied. Her surroundings do not comport with her education and social position. Too many of her associates in teaching are the daughters of laboring men, who are vulgar enough to labor with their hands, to eschew speculation, and to pay their debts with money earned by patient toil. Of educational journals, conventions, salaries, committees, and, indeed, of the whole business of teaching, she fully agrees with Mr. P., and they, both alike, are in an unhappy state of mind.

After devoting considerable attention to these and many other similar cases, we believe we have found an unfailing remedy, a perfect panacea for every evil of this kind. We have no patent. Our afflicted friends shall have our "advice gratis." It is a simple prescription, expressed by the single word, RESIGN. M. D.

VISIT OF THE NEW HAMPSHIRE TEACHERS.

A LARGE delegation of school teachers from the principal places in New Hampshire, numbering about 350 persons, arrived in Boston, June 5th, and were received by J. D. Philbrick, Esq., Superintendent of Boston Schools, and members of the School Committee. The teachers witnessed a series of gymnastic exercises at the Eliot School, and afterwards visited the Girl's Normal, the High and Latin Schools, Hancock School, the Public Library, and other objects of interest.

On Saturday morning they went out to Cambridge, to visit the Agassiz Museum. To the number of about 250 they left Bowdoin square in eight horse cars, and reached the Museum shortly before 10 o'clock. Among those present at the Revere House, before the start, was Gov. Gilmore of New Hampshire.

At the Museum, the teachers were ushered into the lecture room, filling it completely. Professor Agassiz was present to receive them. John D. Philbrick, Esq., Superintendent of the Boston Public Schools, made a pleasing address, which was frequently applauded.

Mr. Philbrick said he himself had been a New Hampshire teacher in other days, and he was proud and glad to repay the debt of gratitude he owed the State by extending to her sons and daughters a welcome, and introducing them to the talented head of this Museum. He believed this was the largest assemblage of New Hampshire teachers ever gathered on one occasion. We have even some present from Coos county, the northern limit of the State. The remark of Daniel Webster was quoted, "New Hampshire schools — who can speak their praise?" He closed with some complimentary allusions to Professor Agassiz, the Switzer, and introducing to him these teachers "from the Switzerland of America."

Prof. Agassiz spoke of his pleasure at the visit of this large delegation. It told him that sooner or later one object of this institution must be accomplished, if not the other. One object was secured already since the collections were more than ample for the most extensive study required by Harvard students. A second object was to stimulate a love of science, and this visit was a proof that this other object of the institution would soon be accomplished.

The Professor next spoke at some length of the value and interest of the study of nature, in all its various aspects. Nature was always the same, always consistent, always truthful to herself, and he believed that the study of nature would yet be a primal element of all common school education.

He welcomed these teachers as the representatives of a mountain land, like his own Switzerland, proud that she, like New Hampshire, was the land of teachers and of intelligence.

Mr. Sawyer, of the Concord schools, was called to reply, and addressed Prof. Agassiz in terms of compliment, thanking him for his warm reception.

President Hill also made a brief address of welcome, after which most of the teachers visited the upper rooms of the Museum, examining the curiosities, and a few went over the Harvard College grounds. The party left at 12 o'clock and returned to the city and visited Faneuil Hall, where they witnessed, at one o'clock, the drill of the famous boys' military company of seventy members — known as the Brookline Rifles.

Hon. John D. Philbrick presided at the Hall, and addresses were made by him and by his Honor the Mayor of Boston, Ex-Gov. Washburn of Harvard University, and Mr. Adams, Superintendent of Public Schools of Manchester, N. H.

We trust our friends from the Granite State enjoyed this educational trip, and that in due time they will revisit the "city of educational notions."

A NUT FOR GEOLOGISTS. — In Macoupin county, Illinois, recently, the bones of a man were found on a coal-bed, capped with two feet of slate rock, ninety feet below the surface of the earth before the run cut any part away. The bones when found, were covered with a coating of hard, glossy matter, as black as coal itself which when scraped away left the bones white and natural. — *Lasalle Press.*

THE HAMPDEN COUNTY TEACHERS' ASSOCIATION

HELD its Sixteenth Semi-Annual Meeting at Chicopee, on Friday and Saturday, May 29 and 30.

Friday, P. M., 2½ o'clock, the President, W. C. Goldthwait of Longmeadow, in the chair.

After the usual preliminaries the Association listened to a lecture by E. O. Haven, D. D., of Boston, a member and delegate of the Board of Education. His subject was "Self-Respect, Enthusiasm, Industry, and Order in the Teacher."

The lecturer said that the man is to be pitied who has no respect for his business or who is engaged in a business that is only productive of evil. No profession is more honorable than that of the teacher, and he should cultivate a high estimation of the usefulness of his calling. Teachers have developed more talent than all other classes. Many of the distinguished ancients were teachers, as are also many of the great writers of the present age. The teacher is either the most useful or the most injurious person in the community. If people are to be made stronger and better, they are to be made so mainly by the teacher. One of the greatest dangers of teachers is idleness. Most of their labor should be done out of the schoolroom. He hoped to see the day when order should be both exemplified and taught in the schools; and when the teacher, as a reward of merit, should be promoted to the highest place of honor in the university.

The lecture occupied one hour, was listened to with marked attention, and its several points were afterwards discussed by Messrs. Holland and Dickinson of Westfield, Dr. Raymond of Wilbraham, Rev. Roswell Foster of Chicopee, and Lester Newell, Esq., of Holyoke.

The evening lecture was by Rev. E. B. Foster, D. D., of West Springfield. Subject: "How shall the Teacher Educate the Dull Scholar?"

The question was well answered under the three following heads: 1st. He is to be educated by the illustration of truth through the agency of his senses. 2d. By maintaining the true discipline of the school. 3d. The teacher must study the mind of the pupil and adapt his instruction to the pupil's tastes and capacities.

The illustrations and anecdotes were replete with interest, and at the close of the lecture it was moved to adjourn without discussion, that there might be retained as many as possible of the eloquent and beautiful thoughts of the address. The motion was carried.

Saturday morning. Mr. Parish, Principal of the Springfield High School, introduced a class of twenty of his pupils, of both sexes, who gave a pleasing exhibition of gymnastics, as practised in his school.

After this, six ladies from the Westfield Normal School, gave another very satisfactory exhibition, exercising with a variety of apparatus. Both classes were timed by the music of the piano.

Dr. Haven made some suggestions concerning the introduction of gymnastics into the schools.

"America" was next sung. Resolutions were presented, discussed, and adopted. Dr. Stickney of Chicopee made some cheering and appropriate remarks, paying a rich compliment to primary teachers for their faithfulness. "Old Hundred" was sung, and then, with the feeling that the time had been most pleasantly and profitably spent, the meeting adjourned.

GEO. BROOKS, *Secretary*.

NORFOLK COUNTY TEACHERS' ASSOCIATION.

THIS Association held its Thirty-first Semi-Annual Meeting at Meeting-house Hill, Dorchester, commencing Friday, June 12th.

The Association was called to order by E. Frank Wood, Esq., of Dorchester, President. After the opening prayer by the Rev. Mr. Hall, Hon. Wm. D. Swan, in a very neat and appropriate address, welcomed the teachers to Dorchester, and the hospitalities of its citizens.

Practical and interesting lectures were given by Mr. John Kneeland of Roxbury, Rev. John H. Morrison of Milton, and Geo. B. Hyde, Esq., Master of the Everett School, Boston.

"*The best means of inducing Pupils to work in earnest,*" was discussed by Messrs. Jones of Roxbury, Putnam of Quincy, Patten of Dedham, and Smith of Dorchester.

"*The extent which Parents should be consulted in Disciplining their Children,*" was discussed by Messrs. Nutter of West Roxbury, Slafter and Newcomb of Dedham, Kimball of Dorchester, and others.

"*Ought Pupils to be required to Study out of school hours,*" was assigned for Saturday, A. M. Messrs. Colby of Randolph, Alger of Canton, Comins of Quincy, Jones of Roxbury, Putnam of Quincy, Marble of Braintree, Graves of Medfield, and Smith of Dorchester, participated in the discussion.

The following gentlemen were chosen officers for the ensuing year:

President — E. Frank Wood, Dorchester.

Vice Presidents — E. Stickney, Dorchester; A. J. Nutter, West Roxbury; G. S. Webster, Milton.

Secretary — G. B. Putnam, Quincy.

Treasurer — D. H. Daniels, Brookline.

Councillors — E. G. Emery, Dorchester; C. F. Kimball, Dedham; D. W. Jones, Roxbury; W. H. Mayhew, Milton; G. R. Marble, Braintree.

Complimentary resolutions were offered by Mr. Jones of Roxbury, and unanimously adopted, and appropriately responded to by Dr. Jarvis and I. S. Smith, Esq.

The attendance was prompt and unusually large, the good people of Dorchester were very generous in their hospitalities, and everything conspired to make it a spirited and profitable session.

Adjourned, after singing Old Hundred.

"FIRST class in geography, stand up. Bill Toots, what's a cape?"

"A thing that mother wears over her shoulders."

"What's a plain?"

"A tool used by carpenters for smoothing off boards."

"What's a desert?"

"It's goodies for dinner."

"That will do, Bill; I will give you a touch of some goodies after school is out."

PLYMOUTH COUNTY TEACHERS' ASSOCIATION.

THE Twenty-seventh Semi-Annual Meeting of the Plymouth County Teachers' Association was held in Scituate, June 12 and 13. The meeting was called to order at 11 o'clock by the President, Mr. I. F. Atwood of Middleboro'.

The session was opened with prayer by Rev. Mr. Tingly of Scituate, and the Association was welcomed to the hospitalities of the town in a neat address by Rev. Mr. Babcock, in which he referred to the ancient town—one of the first settled in the Old Colony; to the church in which we met—having been built in 1774, standing through the war of the Revolution, the war of 1812, and now in the Great Rebellion of 1862-3; to the fact that the town had furnished two of the former Presidents of Harvard College—President Dunster and President Chauncey; and to the interest which is now felt by the people of the town in the cause of education.

The President briefly responded.

The business of the Association was then introduced by choosing as Secretary and Treasurer, for the year ensuing, Mr. Lewis E. Noyes of Abington, by whom the records of the last meeting were then read.

Committees were chosen as follows:

On Attendance—Mr. P. T. Keene of Hanover.

On Signatures to the Constitution—Mr. Banfield of Scituate.

On Subscribers to the Massachusetts Teacher—Mr. L. P. Martin of Abington.

On Resolutions—Mr. S. G. Stone of West Scituate, Mr. G. Pratt of North Bridgewater, and Mr. E. O. Grover of East Bridgewater.

The remainder of the morning session was occupied in a discussion of the question—"Ought the Rules of School to be suspended while visitors are present, and, if so, to what extent?"

In the afternoon an interesting lecture was delivered by Mr. S. B. Pratt of Middleboro', relating incidents and observations on a journey from London to Paris.

The lecture was followed by singing America, after which Mr. Richards of Michigan made some very interesting remarks. He had spent fifteen years of his life in England; had attended some of the best schools there; had been but little instructed; had formed no attachments and had no regrets when leaving his school companions. He came to America; attended our schools; found a moral beauty and excellence in our people not found elsewhere. He resolved to complete his education here, which he had done, and had become a teacher. He had visited our schools and had learned much of their working. He thought teachers did not prepare themselves thoroughly enough for their work. They should not be confined to text-books; it was not fair for teachers to use books at recitations and forbid them to their pupils.

The question of the morning was then taken up, upon which remarks were made by Mr. Martin of Abington, who thought that cases of discipline should usually be deferred till visitors had retired, as a public exposure of a fault might harden rather than improve the pupil.

Mr. Pratt thought this would lead pupils to take advantage of such occasions and cause trouble to the teacher. He would have all the work of a school conducted as usual, unless, perhaps, those classes might be called up when parents were

present, in which were found the children of those parents, as they would thus be more interested.

Remarks were also made by Messrs. Keene and Stone of Hanover.

The evening lecture was given by George B. Emerson, LL. D., Treasurer of the Board of Education. "*The Teacher and his Work.*" What preparation should a teacher make for this, the highest work on earth? He should strive to be good. The young are led to truth and virtue best by him who has the best heart. His manner, his voice, the expression of his face, all influence. Whatever is in him will teach. He should not work from low motives. He should receive instruction not only from human sources but from the Book of Heavenly Wisdom.

The most important subject to be taught is reading. The pupil should be taught to love reading. If the teacher does not think reading one of the most delightful things in the world he had better leave teaching; he has mistaken his calling. Reading is poorly, deplorably, disgracefully taught. It is not as well taught as fifty years ago.

Arithmetic is also poorly taught. More than four-fifths of all the time spent in teaching is wasted. Too much is attempted. All our large works on the subject were too full. Mental Arithmetic should receive more attention. Pupils should be taught those things which will be most useful to them in after life. They should study the mechanical powers. They should learn something of the air, of rain, of lightning, of agriculture, of the human body. What in algebra is of as much importance as these?

Geography is not properly taught; time is wasted upon unimportant matters, while really important parts receive little attention. It is of more consequence to know even the smallest towns in Massachusetts, than the large cities of Austria or Russia.

SATURDAY MORNING. The meeting was opened with singing, and prayer by Rev. Mr. Babcock. The members of the Association were requested to speak on any subject they might prefer.

Rev. Mr. Babcock read a passage from the Report of the Board of Education on the hours of study.

Mr. A. G. Boyden of Bridgewater made some excellent suggestions on the uses of study. The main object of study is not alone to acquire facts. We should study besides to secure mental discipline, and to acquire the power to communicate. While we should obtain a knowledge of man, of the natural sciences, we cannot omit algebra. We cannot omit any of the subjects of arithmetic.

Remarks were also made by Messrs. Stone, Bates, and Bunker.

After a short recess the question — "*How far should parents be consulted as to the Studies and Discipline of their Children?*" came up and was discussed till the hour for adjournment, by Messrs. Boyden, Martin, Pratt, and Bates.

AFTERNOON SESSION. After brief remarks on military tactics in connection with our schools, by Rev. Mr. Babcock and Mr. Atwood, the reports of the Committees were received and accepted.

The Committee on signatures to the Constitution reported twenty-five new members.

The number of subscribers for the *Massachusetts Teacher* reported was six.

The Committee on Attendance reported 111, as follows: Abington 24, Scituate

12, Hanover 12, Middleboro' 7, East Bridgewater 6, Pembroke 6, South Scituate 5, North Bridgewater 5, Marshfield 4, Hingham 3, Hanson 3, Bridgewater 3, Plymouth 1, West Bridgewater 1, Duxbury 1, and 18 from other counties.

The Committee on Resolutions reported a series of resolutions thanking the lecturers, citizens of Scituate, and the railroad companies, which were adopted.

After singing Old Hundred the Association adjourned.

LEWIS E. NOYES, *Secretary*.

INTELLIGENCE.

PERSONAL.

Hon. John D. Philbrick was re-elected, at a recent meeting of the School Committee of Boston, Superintendent of Public Schools, for the ensuing year, and his salary increased to \$2800 per annum.

This is a merited compliment to a distinguished and faithful officer.

EDUCATIONAL INTELLIGENCE.

Cambridge. The city of Cambridge is building a large and elegant High School House on the site purchased before the war began. The land cost \$5000, and the building will cost \$35,000 or \$40,000 more. It will be an ornament to the city, which is the ancient seat of learning of the Commonwealth.

We are glad to record the fact that the teachers and school committee have been consulted in elaborating the plans of this edifice. Surely this is encouraging! Recently an adjoining town even went so far as to choose a *practical teacher* to act on the Building Committee for the construction of a school-house.

Calvin Ryder, Esq., of Boston, is the architect, and has faithfully carried out the plans and wishes of the school committee and teachers. We may confidently expect a *model* structure.

The building is intended to accommodate 400 pupils, without crowding, seated in single desks. There are good rooms for the apparatus and its convenient use; for the library, which now numbers over 4000 volumes; and a large hall for "exhibitions" and other occasions when the whole school may be called together.

We congratulate our friend, the Principal of this school, on the cheering prospects before him.

This school has for a long time needed better accommodations.

Indiana. The eleventh bi-annual Report of the Superintendent of Public Instruction treats of a number of themes, particularly important to that State. Indiana has an easy way of paying for one-third of her common school instruction. The total school revenue for 1863, amounting to \$838,987, is derived from interest

on the sinking fund (\$237,771), the revenue from unclaimed fees adds \$1,216, liquor licenses pay \$50,000, the State's indebtedness to the school fund adds \$50,000, and \$500,000 are derived from the tax on property and polls. There are 7921 school districts in the State, and 528,583 "children," between 5 and 21 years. (If the people in that State remain children till 21 years old, we do not wonder that so many members of their last legislature have not arrived at the age of discretion.) There are 103 High Schools with 7318 scholars, and 5995 schools of lower grades with 273,459 pupils. The 4391 male teachers in the Primary and Grammar Schools receive a salary of \$1.05 per day, while the 2358 female teachers have 63 cents. 509 new school-houses have been built at an expense of \$208,962; and the number of volumes in the township libraries is 298,664.

Liberia. When forty years ago, a small band of colored persons, eighty in number, settled on Cape Mesurado, far away, near five thousand miles across the sea from the place of their birth, in a strange and insalubrious climate, surrounded by hostile tribes and other unpropitious influences, owning only a few acres of land, no one would have supposed that in less than forty years, in the lifetime of some of the first settlers, that the people would spread and so enlarge themselves; so extend their influence as to possess over fifty thousand square miles of territory, holding under their jurisdiction over two hundred thousand souls.

Lord Macaulay jocosely predicted, forty years ago, that in 1824 there will exist at Timbuctoo an illustrious University. Like other English predictions, American enterprise and philanthropy are giving it a realization almost in the same generation in which it was uttered. The first College in West Africa is founded and in operation at Monrovia, Republic of Liberia. It is proper to state that the College is managed by Boards of Trustees in Boston and Monrovia, is incorporated in this country and in Liberia, and is not influenced by sectional or denominational bias. The Pennsylvania Colonization Society is ready to receive, invest, and set apart such sum or sums of money as may be given or bequeathed to it for the College, or for the purposes of education in Liberia.

During the past year educational interests have received special attention, and sixteen new common day schools have been established, so that now each county has its common schools.

BOOK NOTICES.

THE STUDENT'S BOOK-HOLDER. Invented by DR. DIO LEWIS, Boston, Mass.
For sale at the Normal Institute of Physical Instruction, Essex street.

This useful and tasty article of school apparatus is designed to correct the terribly prevalent habit of pupils *stooping* over school desks, which produces round shoulders and narrow chests. With this Book-Holder the pupil can sit erect while using two books, or an atlas, slate or lexicon.

Dr. Lewis shows that he is *really* in earnest in his efforts to correct the errors of the young in reference to the formation of habits, which impair their physical vigor, not only by his admirable system of gymnastics, but by his efforts to introduce

such school appliances as will necessitate a posture which will better conduce to health and strength.

The Book-Holder is but one of the many ingenious inventions of this friend of humanity, which may be seen by calling at his Gymnasium in Essex street, Boston.

WILLSON'S PRIMARY SPELLER. A Simple and Progressive Course of Lessons in Spelling, with Reading and Dictation Exercises and the Elements of Oral and Written Compositions. By MARCIUS WILLSON. New York: Harper & Brothers. 1863. pp. 80. Retail price, 12 cents.

The plan of this is excellent and well carried out. It tends not only to make good spellers, but teaches the pupils the meaning and appropriate use of words.

The book is beautifully illustrated, and is arranged so as to be peculiarly attractive to young learners.

The directions given by the author to the teacher are suggestive of the best methods of primary instruction.

THE UNION MONTHLY. Vol. I., No. 1. Devoted to the Union of the Nation, National Education, and the temporal Health of the Army. WM. M. CORNELL, M. D., Editor. Published by J. W. Daughaday, Philadelphia.

We cordially welcome this new journal to our exchange list. Its *name* and *matter* both commend the loyalty and enterprise of the editor.

We quote the following extract from the introduction, which indicates the spirit of its educational department:

"What we want is an educational system that should extend from Maine to Florida, and from the Atlantic to the Pacific, uniform in all the States, inculcating a knowledge of all the great principles which lie at the foundation of our government. We should not have one system for the North, and another for the South. The moral training, the training of political economists, the training of professional men, and the education of all our citizens, should be the same in all parts of the nation. Above all, should our females be similarly educated in all our land."

WESTERN HEALTH JOURNAL. April, 1863. Vol. I., No. 5. This able journal has a Normal and Educational Department, devoted to education, the family circle, and school reforms. J. BALDWIN, Editor. The following paragraph from the salutatory of the editor, indicates its mission:

"To create a greater popular interest in the cause of education — to induce better school and family training — to secure the best system of teaching — to render the schoolroom the most healthy and attractive of places for youth — are the grand objects to which the Normal will be devoted."

THE AMERICAN JOURNAL OF EDUCATION. Published Quarterly. Edited by HENRY BARNARD, LL. D.

The June number of this most valuable educational journal comes to us promptly, and is of unusual interest and value. An excellent engraved likeness of Hon. S. S. Randall, Superintendent of Public Schools of New York City, makes an appropriate frontispiece.

The leading articles are — Memoir of S. S. Randall — Female Education — Education of Girls in Public Schools of Boston — Female Education in the State of Ohio — Professional Training of Teachers — Conferences of Teachers — Public Instruction in France — Educational Institutions of Switzerland — Herbert Spencer — Military Education in Austria, etc.